

## Textbook Alignment to the Utah Core – Algebra 2

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes X No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: Six Things

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria** (name and grade of the core document used to align): Algebra 2 Core Curriculum

**Title:** Saxon Math Algebra 2, 3<sup>rd</sup> Edition      **ISBN#:** SE: 15657-71400, TE: 15657-71419, Test Mater’s 15657-71427

**Publisher:** Saxon, A Harcourt Education Imprint

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** 100%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** 100 %

**STANDARD I: Students will use the language and operations of algebra to evaluate, analyze and solve problems.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>100</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.1: Evaluate, analyze, and solve mathematical situations using algebraic properties and symbols.</b>				
a.	Solve and graph first-degree absolute value equations of a single variable.	<u>The Lesson</u> Pg(s): 5-6, 409-411, 483-484	<u>Tests</u> Number(s): 27, 29, 30, 31,	

		<u><b>Lesson Practice</b></u> Pg(s): 411, 485 <u><b>Problem Set</b></u> Pg(s): 412, 419, 421, 425, 432, 436, 439, 444, 452, 454, 459, 463, 469, 475, 482, 485, 492, 496, 502, 508, 514, 524	32	
b.	Solve radical equations of a single variable, including those with extraneous roots.	<u><b>The Lesson</b></u> Pg(s): 210-211, 320-322 <u><b>Lesson Practice</b></u> Pg(s): 212, 322 <u><b>Problem Set</b></u> Pg(s): 212, 216, 220, 225, 228, 232, 237, 240, 245, 248, 256, 312, 315, 320, 326, 330, 333, 338, 348, 353, 359, 367, 373, 376, 388, 402, 405, 428, 442, 450, 464, 475	<u><b>Tests</b></u> Number(s): 12-15, 19, 23, 24, 27, 28	
c.	Solve absolute value and compound inequalities of a single variable.	<u><b>The Lesson</b></u> Pg(s): 5-6, 355-357, 368-369, 409-411, 483-484, 490-491 <u><b>Lesson Practice</b></u> Pg(s): 358, 372, 411, 485, 491 <u><b>Problem Set</b></u> Pg(s): 412, 419, 421, 425, 432, 436, 439, 444, 452, 454, 459, 463, 469, 475, 482, 485, 492, 496, 502, 508, 514, 524	<u><b>Tests</b></u> Number(s): 22-32	
d.	Add, subtract, multiply, and divide rational expressions and solve rational equations.	<u><b>The Lesson</b></u> Pg(s): 125-126, 164-165 <u><b>Lesson Practice</b></u> Pg(s): 126, 165 <u><b>Problem Set</b></u> Pg(s): 127, 130, 133, 139, 144, 150, 154, 157, 163, 166, 171, 175, 180, 183, 187, 189, 194, 199	<u><b>Tests</b></u> Number(s): 6-32	

e.	Simplify algebraic expressions involving negative and rational exponents.	<p><b><u>The Lesson</u></b> Pg(s): 26-28, 31-32, 34, 82-84, 101-102, 116-118, 121-123, 125-126, 128-129, 151-153, 164-165, 172-175, 187-188, 271-273, 279, 283, 306-307, 335-337, 339-341, 342-343</p> <p><b><u>Lesson Practice</u></b> Pg(s): 29, 32, 37, 84, 119, 123, 126, 129, 153, 165, 175, 188, 273, 280, 284, 307, 337, 341, 344</p> <p><b><u>Problem Set</u></b> Pg(s): 7, 18, 26, 30, 38, 42, 45, 49, 55, 58, 61, 66, 71, 75, 78, 81-82, 85, 89, 93, 97, 101, 104, 108, 111, 124-125, 127, 130-131, 133-134, 139-140, 144, 151, 154, 157-158, 166-167, 172, 176, 180, 184, 187, 209, 213, 216, 225, 229, 231, 237, 240, 244, 248, 251, 257, 260, 264, 267, 270, 275, 278, 282, 291, 294, 296, 300, 305, 309, 312, 315, 320, 323, 327, 331, 334, 353, 359, 362, 367, 376, 382, 385, 388, 393, 397, 402, 405, 408, 425, 428, 433, 439, 442, 445, 447, 452, 459, 464, 469, 475, 497, 503</p>	<p><b><u>Tests</u></b> Number(s): 1-32</p>	
<b>Objective 1.2: Solve systems of equations and inequalities.</b>				
a.	Solve systems of linear, absolute value, and quadratic equations algebraically and graphically.	<p><b><u>The Lesson</u></b> Pg(s): 71-72, 79-80, 86-87, 94-95, 102-103, 108-110, 131-133, 155-156, 252-254, 275-276, 316-317, 346-348, 350-352, 374-375, 394-396, 398-401, 403-404, 437-438, 440-441, 450-451, 486-488</p>	<p><b><u>Tests</u></b> Number(s): 4-9, 12, 15-18, 20-31</p>	

		<p><b><u>Lesson Practice</u></b> Pg(s): 80, 87, 96, 103, 110, 133, 156, 255, 277, 318, 348, 352, 375, 396, 401, 404, 438, 441, 451, 488</p> <p><b><u>Problem Set</u></b> Pg(s): 74, 77, 80, 84, 88, 92, 96, 100, 103, 107, 111, 115, 120, 127, 130, 134, 140, 144, 10, 154, 158, 172, 195, 199, 203, 206, 209, 232, 251, 277, 296, 308, 323, 345, 362, 376, 393, 421, 436, 442, 447, 459, 475, 483, 493</p>		
b.	Graph the solutions of systems of linear, absolute value, and quadratic inequalities on the coordinate plane.	<p><i>There is an opportunity to introduce during:</i></p> <p><b><u>The Lesson</u></b> Pg(s): 71-72, 79-80, 86-87, 94-95, 102-103, 108-110, 131-133, 155-156, 252-254, 275-276, 316-317, 346-348, 350-352, 374-375, 394-396, 398-401, 403-404, 437-438, 440-441, 450-451, 486-488</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i></p> <p><b><u>Lesson Practice</u></b> Pg(s): 80, 87, 96, 103, 110, 133, 156, 255, 277, 318, 348, 352, 375, 396, 401, 404, 438, 441, 451, 488</p> <p><b><u>Problem Set</u></b> Pg(s): 74, 77, 80, 84, 88, 92, 96, 100, 103, 107, 111, 115, 120, 127, 130, 134, 140, 144, 10, 154, 158, 172, 195, 199, 203, 206, 209, 232, 251, 277, 296, 308, 323, 345, 362, 376, 393, 421, 436, 442, 447, 459,</p>	<p><i>There is an opportunity to assess by teacher questioning and observation after:</i></p> <p><b><u>Tests</u></b> Number(s): 4-9, 12, 15-18, 20-31</p>	

		475, 483, 493		
c.	Solve application problems involving systems of equations and inequalities.	<p><b><u>The Lesson</u></b> Pg(s): 71-72, 79-80, 86-87, 94-95, 102-103, 108-110, 131-133, 155-156, 252-254, 275-276, 316-317, 346-348, 350-352, 374-375, 394-396, 398-401, 403-404, 437-438, 440-441, 450-451, 486-488</p> <p><b><u>Lesson Practice</u></b> Pg(s): 80, 87, 96, 103, 110, 133, 156, 255, 277, 318, 348, 352, 375, 396, 401, 404, 438, 441, 451, 488</p> <p><b><u>Problem Set</u></b> Pg(s): 74, 77, 80, 84, 88, 92, 96, 100, 103, 107, 111, 115, 120, 127, 130, 134, 140, 144, 10, 154, 158, 172, 195, 199, 203, 206, 209, 232, 251, 277, 296, 308, 323, 345, 362, 376, 393, 421, 436, 442, 447, 459, 475, 483, 493</p>	<p><b><u>Tests</u></b> Number(s): 4-9, 12, 15-18, 20-31</p>	
<b>Objective 1.3: Represent and compute fluently with complex numbers.</b>				
a.	Simplify numerical expressions, including those with rational exponents.	<p><b><u>The Lesson</u></b> Pg(s): 26-28, 31-32, 34, 82-84, 101-102, 116-118, 121-123, 125-126, 128-129, 151-153, 164-165, 172-175, 187-188, 271-273, 279, 283, 306-307, 335-337, 339-341, 342-343</p> <p><b><u>Lesson Practice</u></b> Pg(s): 29, 32, 37, 84, 119, 123, 126, 129, 153, 165, 175, 188, 273, 280, 284, 307, 337, 341, 344</p> <p><b><u>Problem Set</u></b> Pg(s): 7, 18, 26, 30, 38, 42, 45, 49, 55, 58, 61, 66, 71, 75, 78, 81-82,</p>	<p><b><u>Tests</u></b> Number(s): 1-32</p>	

		85, 89, 93, 97, 101, 104, 108, 111, 116, 119-120, 124-125, 127, 130-131, 133-134, 139-140, 144, 151, 154, 157-158, 166-167, 172, 176, 180, 184, 187, 190, 195, 199, 205, 209, 213, 216, 225, 229, 231, 237, 240, 244, 248, 251, 257, 260, 264, 267, 270, 275, 278, 282, 291, 294, 296, 300, 305, 309, 312, 315, 320, 323, 327, 331, 334, 339, 342, 345, 349, 353, 359, 362, 367, 376, 382, 385, 388, 393, 397, 402, 405, 408, 412, 419, 422, 425, 428, 433, 439, 442, 445, 447, 452, 459, 464, 469, 475, 479, 482, 486, 497, 503		
	<b>b.</b> Simplify expressions involving complex numbers and express them in standard form, $a + bi$ .	<p><b><u>The Lesson</u></b> Pg(s): 221-224, 272-273, 335-337, 429</p> <p><b><u>Lesson Practice</u></b> Pg(s): 224, 273, 337</p> <p><b><u>Problem Set</u></b> Pg(s): 225, 231, 236, 239, 244, 248, 256, 260, 263, 267, 270, 274, 277, 282, 284, 299, 305, 319, 330, 334, 338, 353, 362, 373, 376, 381, 385, 388, 393, 397, 402, 405, 408, 412, 419, 422, 425, 428, 437, 439, 442, 447, 450, 464, 469, 486</p>	<p><b><u>Tests</u></b> Number(s): 13-32</p>	
<b>Objective 1.4: Model and solve quadratic equations and inequalities.</b>				
	<b>a.</b> Model real-world situations using quadratic equations.	<p><i>There is an opportunity to introduce during:</i></p> <p><b><u>The Lesson</u></b> Pg(s): 238-239</p> <p><i>There is an opportunity to practice by teacher questioning and</i></p>	<p><i>There is an opportunity to assess by teacher questioning and observation after:</i></p> <p><b><u>Tests</u></b> Number(s): 13-32</p>	

		<i>observation following:</i> <u><b>Lesson Practice</b></u> Pg(s): 239 <u><b>Problem Set</b></u> Pg(s): 239		
b.	Approximate the real solutions of quadratic equations graphically.	<i>There is an opportunity to introduce during:</i> <u><b>The Lesson</b></u> Pg(s): 413-418 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <u><b>Lesson Practice</b></u> Pg(s): 418 <u><b>Problem Set</b></u> Pg(s): 418, 421, 425, 427, 432, 436, 439, 442, 444, 450, 454, 459, 463, 469, 475, 479, 482, 486, 489, 493, 503, 509, 520, 524, 537	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <u><b>Tests</b></u> Number(s): 26-32	
c.	Solve quadratic equations of a single variable over the set of complex numbers by factoring, completing the square, and using the quadratic formula.	<u><b>The Lesson</b></u> Pg(s): 264-265 <u><b>Lesson Practice</b></u> Pg(s): 266 <u><b>Problem Set</b></u> Pg(s): 267, 270, 274, 277, 282, 284, 299, 305, 319, 330, 334, 338, 353, 362, 373, 376, 381, 385, 388, 393, 397, 402, 405, 408, 412, 419, 422, 425, 428, 437, 439, 442, 447, 450, 464, 469, 486	<u><b>Tests</b></u> Number(s): 16-32	
d.	Solve quadratic inequalities of a single variable.	<u><b>The Lesson</b></u> Pg(s): 449, 453-454 <u><b>Lesson Practice</b></u> Pg(s): 449, 454 <u><b>Problem Set</b></u>	<u><b>Tests</b></u> Number(s): 28-32	

		Pg(s): 449, 452, 454, 459, 463, 469, 475, 479, 482, 520		
e.	Write a quadratic equation when given the solutions of the equation.	<p><i>There is an opportunity to introduce during:</i>  <b><u>The Lesson</u></b>  Pg(s): 238-239  <i>There is an opportunity to practice by teacher questioning and observation following:</i>  <b><u>Lesson Practice</u></b>  Pg(s): 239  <b><u>Problem Set</u></b>  Pg(s): 239</p>	<p><i>There is an opportunity to assess by teacher questioning and observation after:</i>  <b><u>Tests</u></b>  Number(s): 13-32</p>	
<b>STANDARD II: Students will understand and represent functions and analyze function behavior.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>100</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1: Represent mathematical situations using relations.</b>				
a.	Model real-world relationships with functions.	<p><i>There is an opportunity to introduce during:</i>  <b><u>The Lesson</u></b>  Pg(s): 238-239  <i>There is an opportunity to practice by teacher questioning and observation following:</i>  <b><u>Lesson Practice</u></b>  Pg(s): 239  <b><u>Problem Set</u></b>  Pg(s): 239</p>	<p><i>There is an opportunity to assess by teacher questioning and observation after:</i>  <b><u>Tests</u></b>  Number(s): 13-32</p>	
b.	Describe a pattern using function notation.	<p><i>There is an opportunity to introduce during:</i></p>	<p><i>There is an opportunity to assess by teacher</i></p>	



		<b><u>The Lesson</u></b> Pg(s): 390-392 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 392 <b><u>Problem Set</u></b> Pg(s): 393	<i>questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 23	
c.	Determine when a relation is a function.	<b><u>The Lesson</u></b> Pg(s): 390-392 <b><u>Lesson Practice</u></b> Pg(s): 392 <b><u>Problem Set</u></b> Pg(s): 393	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 23	
d.	Determine the domain and range of relations.	<b><u>The Lesson</u></b> Pg(s): 390-392, 422-424 <b><u>Lesson Practice</u></b> Pg(s): 392, 424 <b><u>Problem Set</u></b> Pg(s): 425, 436, 442, 445, 450	<b><u>Tests</u></b> Number(s): 25-32	
<b>Objective 2.2: Evaluate and analyze functions.</b>				
a.	Find the value of a function at a given point.	<b><u>The Lesson</u></b> Pg(s): 390-392, 422-424 <b><u>Lesson Practice</u></b> Pg(s): 392, 424 <b><u>Problem Set</u></b> Pg(s): 425, 436, 442, 445, 450	<b><u>Tests</u></b> Number(s): 25-32	
b.	Compose functions when possible.	<b><u>The Lesson</u></b> Pg(s): 390-392, 422-424 <b><u>Lesson Practice</u></b> Pg(s): 392, 424 <b><u>Problem Set</u></b> Pg(s): 425, 436, 442, 445, 450	<b><u>Tests</u></b> Number(s): 25-32	
c.	Add, subtract, multiply, and divide functions.	<i>There is an opportunity to</i>	<i>There is an opportunity to</i>	

		<p>introduce during:</p> <p><b><u>The Lesson</u></b> Pg(s): 390-392, 422-424 <i>There is an opportunity to practice by teacher questioning and observation following:</i></p> <p><b><u>Lesson Practice</u></b> Pg(s): 392, 424</p> <p><b><u>Problem Set</u></b> Pg(s): 393, 425, 436, 442, 445, 450</p>	<p>assess by teacher questioning and observation after:</p> <p><b><u>Tests</u></b> Number(s): 25-32</p>	
d.	Determine whether or not a function has an inverse, and find the inverse when it exists.	<p><i>There is an opportunity to introduce during:</i></p> <p><b><u>The Lesson</u></b> Pg(s): 390-392, 422-424 <i>There is an opportunity to practice by teacher questioning and observation following:</i></p> <p><b><u>Lesson Practice</u></b> Pg(s): 392, 424</p> <p><b><u>Problem Set</u></b> Pg(s): 393, 425, 436, 442, 445, 450</p>	<p><i>There is an opportunity to assess by teacher questioning and observation after:</i></p> <p><b><u>Tests</u></b> Number(s): 25-32</p>	
e.	Identify the domain and range of a function resulting from the combination or composition of functions.	<p><i>There is an opportunity to introduce during:</i></p> <p><b><u>The Lesson</u></b> Pg(s): 390-392, 422-424 <i>There is an opportunity to practice by teacher questioning and observation following:</i></p> <p><b><u>Lesson Practice</u></b> Pg(s): 392, 424</p> <p><b><u>Problem Set</u></b> Pg(s): 393, 425, 436, 442, 445, 450</p>	<p><i>There is an opportunity to assess by teacher questioning and observation after:</i></p> <p><b><u>Tests</u></b> Number(s): 25-32</p>	
<b>Objective 2.3: Define and graph exponential functions and use them to model problems in mathematical and real-world contexts.</b>				
a.	Define exponential functions as functions of the form $y = ab^x$ , $b > 0, b \neq 1$ .	<p><b><u>The Lesson</u></b> Pg(s): 465-467</p>	<b><u>Tests</u></b>	

		<u><b>Lesson Practice</b></u> Pg(s): 468 <u><b>Problem Set</b></u> Pg(s): 468, 474, 478, 509, 524, 537	Number(s): 29-32	
<b>b.</b>	Model problems of growth and decay using exponential functions.	<i>There is an opportunity to introduce during:</i> <u><b>The Lesson</b></u> Pg(s): 465-466 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <u><b>Lesson Practice</b></u> Pg(s): 468 <u><b>Problem Set</b></u> Pg(s): 468, 474, 478, 509, 524, 537	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <u><b>Tests</b></u> Number(s): 29-32	
<b>c.</b>	Graph exponential functions.	<u><b>The Lesson</b></u> Pg(s): 465-466 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <u><b>Lesson Practice</b></u> Pg(s): 468 <u><b>Problem Set</b></u> Pg(s): 468, 474, 478, 509, 524, 537	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <u><b>Tests</b></u> Number(s): 29-32	
<b>Objective 2.4: Define and graph logarithmic functions and use them to solve problems in mathematics and real-world contexts.</b>				
<b>a.</b>	Relate logarithmic and exponential functions.	<u><b>The Lesson</b></u> Pg(s): 479-481 <u><b>Lesson Practice</b></u> Pg(s): 481 <u><b>Problem Set</b></u> Pg(s): 482, 485, 489, 492, 497, 503, 509, 513, 519	<u><b>Tests</b></u> Number(s): 29-32	
<b>b.</b>	Simplify logarithmic expressions.	<u><b>The Lesson</b></u> Pg(s): 479-481 <u><b>Lesson Practice</b></u>	<u><b>Tests</b></u> Number(s): 29-32	

		Pg(s): 481 <b><u>Problem Set</u></b> Pg(s): 482, 485, 489, 492, 497, 503, 509, 513, 519		
c.	Convert logarithms between bases.	<b><u>The Lesson</u></b> Pg(s): 455-458, 479-481 <b><u>Lesson Practice</u></b> Pg(s): 458, 481 <b><u>Problem Set</u></b> Pg(s): 459, 463, 468, 474, 478, 482, 485, 489, 492, 497, 503, 509, 513, 519	<b><u>Tests</u></b> Number(s): 29-32	
d.	Solve exponential and logarithmic equations.	<b><u>The Lesson</u></b> Pg(s): 464-467, 479-481 <b><u>Lesson Practice</u></b> Pg(s): 468, 481 <b><u>Problem Set</u></b> Pg(s): 468, 474, 478, 482, 485, 489, 492, 497, 503, 509, 513, 519	<b><u>Tests</u></b> Number(s): 29-32	
e.	Graph logarithmic functions.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 479-481 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 481 <b><u>Problem Set</u></b> Pg(s): 482, 485, 489, 492, 497, 503, 509, 513, 519	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 29-32	
f.	Solve problems involving growth and decay.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 465-466	<i>There is an opportunity to assess by teacher questioning and observation after:</i>	

		<p><i>There is an opportunity to practice by teacher questioning and observation following:</i></p> <p><b><u>Lesson Practice</u></b> Pg(s): 468</p> <p><b><u>Problem Set</u></b> Pg(s): 468, 474, 478, 509, 524, 537,</p>	<p><b><u>Tests</u></b> Number(s): 29-32</p>	
<b>STANDARD III: Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.</b>				
<p><b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %</b></p>		<p><b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>100</u> %</b></p>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Examine the behavior of functions using coordinate geometry.</b>				
<b>a.</b>	Identify the domain and range of the absolute value, quadratic, radical, sine, and cosine functions.	<p><b><u>The Lesson</u></b> Pg(s): 390-392, 422-424</p> <p><b><u>Lesson Practice</u></b> Pg(s): 392, 424</p> <p><b><u>Problem Set</u></b> Pg(s): 425, 436, 442, 445, 450</p>	<p><b><u>Tests</u></b> Number(s): 25-32</p>	
<b>b.</b>	Graph the absolute value, quadratic, radical, sine, and cosine functions.	<p><b><u>The Lesson</u></b> Pg(s): 350, 413-418</p> <p><b><u>Lesson Practice</u></b> Pg(s): 418</p> <p><b><u>Problem Set</u></b> Pg(s): 418</p>	<p><b><u>Tests</u></b> Number(s): 25-32</p>	
<b>c.</b>	Graph functions using transformations of parent functions.	<p><i>There is an opportunity to introduce during:</i></p> <p><b><u>The Lesson</u></b> Pg(s): 350, 413-418</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i></p>	<p><i>There is an opportunity to assess by teacher questioning and observation after:</i></p> <p><b><u>Tests</u></b> Number(s): 25-32</p>	

		<b><u>Lesson Practice</u></b> Pg(s): 418 <b><u>Problem Set</u></b> Pg(s): 418		
d.	Write an equation of a parabola in the form $y = a(x - h)^2 + k$ when given a graph or an equation.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 350 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 352 <b><u>Problem Set</u></b> Pg(s): 353	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 25-32	
<b>Objective 3.2: Determine radian and degree measures for angles.</b>				
a.	Convert angle measurements between radians and degrees.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 190-193 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 193 <b><u>Problem Set</u></b> Pg(s): 194	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 10	
b.	Find angle measures in degrees and radians using inverse trigonometric functions, including exact values for special triangles.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 190-193 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b>	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 10	

		Pg(s): 193 <b><u>Problem Set</u></b> Pg(s): 194		
<b>Objective 3.3: Determine trigonometric measurements using appropriate techniques, tools, and formulas.</b>				
<b>a.</b>	Define the sine, cosine, and tangent functions using the unit circle.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 190-193 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 193 <b><u>Problem Set</u></b> Pg(s): 194	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 10	
<b>b.</b>	Determine the exact values of the sine, cosine, and tangent functions for the special angles of the unit circle using reference angles.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 190-193 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 193 <b><u>Problem Set</u></b> Pg(s): 194	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 10	
<b>c.</b>	Find the length of an arc using radian measure.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 16-17 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Problem Set</u></b> Pg(s): 17	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 3	

d.	Find the area of a sector in a circle using radian measure.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 16-17 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Problem Set</u></b> Pg(s): 17	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 3	
<b>STANDARD IV: Students will understand concepts from probability and statistics and apply statistical methods to solve problems.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>100</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries ✓</i>
<b>Objective 4.1: Apply basic concepts of probability.</b>				
a.	Distinguish between permutations and combinations and identify situations in which each is appropriate.	<b><u>The Lesson</u></b> Pg(s): 470-474 <b><u>Lesson Practice</u></b> Pg(s): 474 <b><u>Problem Set</u></b> Pg(s): 474-475	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 16, 17, 19	
b.	Calculate probabilities using permutations and combinations to count events.	<b><u>The Lesson</u></b> Pg(s): 470-474 <b><u>Lesson Practice</u></b> Pg(s): 474 <b><u>Problem Set</u></b> Pg(s): 474-475	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 16, 17, 19	
c.	Compute conditional and unconditional probabilities in various ways, including by definitions, the general multiplication rule, and probability trees.	<b><u>The Lesson</u></b> Pg(s): 470-474 <b><u>Lesson Practice</u></b> Pg(s): 474	<i>There is an opportunity to assess by teacher questioning and observation after:</i>	



		<b><u>Problem Set</u></b> Pg(s): 474-475	<b><u>Tests</u></b> Number(s): 16, 17, 19	
<b>d.</b>	Define simple discrete random variables.	<b><u>The Lesson</u></b> Pg(s): 470-474 <b><u>Lesson Practice</u></b> Pg(s): 474 <b><u>Problem Set</u></b> Pg(s): 474-475	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 16, 17, 19	
<b>Objective 4.2: Use percentiles and measures of variability to analyze data.</b>				
<b>a.</b>	Compute different measures of spread, including the range, standard deviation, and interquartile range.	<b><u>The Lesson</u></b> Pg(s): 532-535 <b><u>Lesson Practice</u></b> Pg(s): 535 <b><u>Problem Set</u></b> Pg(s): 358, 536-537	<b><u>Tests</u></b> Number(s): 16, 17, 19	
<b>b.</b>	Compare the effectiveness of different measures of spread, including the range, standard deviation, and interquartile range in specific situations.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 532-535 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 535 <b><u>Problem Set</u></b> Pg(s): 358, 536-537	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 16, 17, 19	
<b>c.</b>	Use percentiles to summarize the distribution of a numerical variable.	<i>There is an opportunity to introduce during:</i> <b><u>The Lesson</u></b> Pg(s): 470-474 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <b><u>Lesson Practice</u></b> Pg(s): 474	<i>There is an opportunity to assess by teacher questioning and observation after:</i> <b><u>Tests</u></b> Number(s): 19, 31	

		<b><u>Problem Set</u></b> Pg(s): 474-475		
d.	Use histograms to obtain percentiles.	<b><u>The Lesson</u></b> Pg(s): 470-474 <b><u>Lesson Practice</u></b> Pg(s): 474 <b><u>Problem Set</u></b> Pg(s): 474-475	<b><u>Tests</u></b> Number(s): 19, 31	